

A photograph showing a person in a beige sweater holding a yellow and blue ball. Another person's hand is resting on their arm. The background is blurred, suggesting an indoor setting.

Unit 7

Body Systems and Common Conditions with Aging

Unit 7



Body Systems and Common Conditions with Aging



- Introduction** People age differently, some changes are the result of internal processes, due to the aging process itself. Thus, these changes, although unwanted, are considered normal and are sometimes called natural aging. These changes occur in everyone who becomes an elderly person, and such universality is part of the definition of natural aging.
- Cultural bias** The aging process is not the same for all human beings or at all historical times, the concept of old age is relative to time, period and context in which one lives and develops.

Module 7.1 Basic physical and psychosocial changes

Name of the activity Active discussion and resolution of cases on aging changes



Objectives and Learning Outcomes The learner will understand how aging works in the key systems of the body and normal functions.
Understand the key physical changes associated with aging.
Understand the key psychosocial changes associated with aging.
Understand the common conditions associated with the key systems of the body.



Suggested duration 4 hours

No. of participants Up to 20



Materials needed Projector, computer, video, power point, cards, paper, pens



- Competences**
- follows clear instructions regarding the care provided for common conditions in elderly people
- Knowledge**
- is able to explain the basic physical and psychosocial changes associated with aging
 - is able to explain the difference between a healthy way of aging and an unhealthy aging
- Skills**
- is able to identify the basic physical and psychosocial changes associated with the aging of an elderly person
 - is able to adjust caregiving to address a range of physical and psychosocial changes that occur with the aging process

Guidelines for evaluation In a continuous assessment, students will demonstrate their knowledge of the aging process by performing various tasks of analysis and further synthesis of the information, resolution of cases and debates to internalize individual and group learning through participation.

Keywords Biological age, chronological age, active aging, normal aging, pathological aging, memory, physical activity, participation and social relations

References White paper on active aging
Author: José María Vicente López
Institute for the Elderly and Social Services (IMSERSO)
<http://envejecimiento.csic.es/documentos/documentos/imserso-libroblancoenvejeactivo-01.pdf>



Description of Activity 7.1



Introduction Aging involves a series of physical, metabolic, mental and functional transformations that occur over time, and that lead to a decrease in the ability to adapt to changes in the environment.

In addition we must add the changes of different lifestyles and different cultures. Despite all these changes, students will learn to determine if the aging of the person is natural or pathological. One of the challenges of this unit is to learn about the differences in the way in which the societies of the world care for their elderly and to understand what means active or successful ageing.

Basic physical and psychosocial changes Learners will study through a powerpoint presentation and pictures all the biological changes structural and functional in the elderly. The relation between biological and psychosocial changes will also be explained. At the end, the learners are divided into groups of 4 participants and will make a visual mural where the biological and functional changes are reflected.

B) Visual Mural: Biological and functional changes
Each group will expose its mural to the rest of the participants to generate a directed debate where each participant can contribute his/her knowledge or give her/his opinion.

(Un)healthy form of aging Participants will be explained what is normal aging and pathological aging so that they can internalize the difference and determine what type of aging process is the one of a care service user. It will be proposed to solve four cases in which the learners individually must decide whether the exposed cases correspond to normal or pathological aging. It will be shared with the other participants to stimulate group learning.

Care needs This section will discuss active or successful aging, giving guidelines to improve the activity of the elderly person both cognitively, physically and socially.
Each participant must make a small list of activities that can be done with the elderly: memory, physical activity and participation

At the end of the activity the lists will be put together as a "brainstorm" that serve to have general care resources and open discussion will be conducted to find out what activity older people could practice based on their general condition.

Reflect on work experience

Learners will be asked to think about how and about what they have learned about aging and the types of aging through their work experience, and they will be invited to discuss any problems they have had at workplace when caring for an elderly person due to lack of knowledge in aging.

Your own notes:

Module 7.2 Process of ageing in different cultural contexts

Name of the activity Analysis of ageing in different cultural contexts



Objectives and learning results Learners will be able to identify prejudices and stereotypes that are assigned to the elderly both in the host country and in other countries. The group of learners will be able to reflect on the different prejudices suffered by our elderly people developing the value of tolerance.



Suggested duration 4 hours

No. of participants No more than 20



Materials needed Projector, computer, video, power point, cards, paints, cards, paper, pens

- Knowledge**
- is able to identify prejudices and stereotypes of aging that may be different in another cultural setting
 - Understands different perspectives on aging according to different cultures



- Skills**
- is able to reflect on his/her own cultural prejudices and stereotypes against the elderly people
 - shows respect for the experience and opinions of the elderly people

- Competences**
- reflects his/her own cultural perspective and experiences in comparison to the cultural elements of the client

Keywords Prejudices, stereotypes, myths, age, social age

Description of Activity 7.2



Introduction	<p>The older age has been valued in two ways, one positive and the other negative. Both visions represent myths and stereotypes about aging that make it difficult to age well and limit proper integration of the elderly in society.</p> <p>Furthermore, the elderly has been surrounded by beliefs, prejudices and stereotypes that relate this stage of the life to losses, functional disability, diseases and cognitive problems, which often have nothing to do with reality. This creates a negative image of this group in society and also has a very negative influence on the psychological experience of the elderly persons in their aging process.</p> <p>We must banish the distorted and prejudiced vision that is maintained about this stage of life and contemplate it as the moment to learn a new role.</p>
Ageing prejudices and stereotypes	<p>The participants will talk about the prejudices and stereotypes that accompany older people, dealing with "ageism" as the third great form of discrimination in our society, after racism and sexism</p> <p>As an activity, it will be proposed that each student make a list of the positive and negative characteristics of aging in their country of origin.</p>
Experiencing aging in another cultural environment	<p>Participants will be invited to reflect and discuss how different cultures have their own beliefs about older people. Each participant will explain to the group at least one difference that they find between the way of aging in their country of origin and in the host country. When all the participants have transmitted the difference found to the group, a debate will be opened to find out which of the presented findings were most surprising to the group.</p> <p>This activity aims to implement tolerance as a fundamental value in addition to the transmission of the different cultural aspects on ageing.</p>
Reflect on work experience	<p>A video or photos of elderly persons will be displayed to invite students to reflect on their own prejudices.</p> <p>In a round table each participant can explain if they have identified any prejudice in their thinking or attitude.</p>

Your own
notes:

Key messages to carry out



Hand out to the participants the list of activities that can be carried out with the elderly person, elaborated in module 7.1

What I do
<input type="checkbox"/> I am respectful to the culture of the care service user (e.g. religion, values, gastronomy, politics ...)
<input type="checkbox"/> I show respect to the person's age, gender, sexual orientation, origin, religion, marital status, disability and number of dependents.
<input type="checkbox"/> I adapt the speed of my talk to the needs of the person
<input type="checkbox"/> I look at the person while speaking, to help him/her to understand me better.
<input type="checkbox"/> I ask about the activities that the person wants to do
<input type="checkbox"/> I ask about what the person does not like and change it, if possible, in the daily care plan's actively listen
<input type="checkbox"/> I exchange opinions with the client, family members and colleagues
<input type="checkbox"/> I talk about the traditions and customs of my country with the care service user and exchange experience
<input type="checkbox"/> I smile when I meet the elderly/family members and I say goodbye to the everyone

What I don't do
<input type="checkbox"/> I do not take into account my tastes preferences when performing any type of activity
<input type="checkbox"/> I do not speak in my language so that the elderly does not understand me
<input type="checkbox"/> I do not criticize the customs, values, religion or personal tastes of the elderly
<input type="checkbox"/> I do not discard the opinions and options of the person
<input type="checkbox"/> I do not apply personal prejudices while caring for the individual

A photograph showing a caregiver's hands assisting an elderly person's hands. The elderly person is holding a yellow and blue ball. The caregiver is wearing a light-colored sweater. The background is blurred, showing a wooden chair and a blue fabric.

Unit 8
Principles of Daily Care Activities
in Adult Care